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**Smetana: *The Moldau***

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- What **musical** features in this piece make it an example of **nationalism**? Do **you** hear these features or not? (Remember that *nationalism* and *program music* do not necessarily mean the same thing - focus specifically on observations that support the case for nationalism.)

**Dvorak, Symphony No. 9 in E-minor, 1<sup>st</sup> movement (*From the New World*)**

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- We previously studied the *sonata-allegro* form. *This movement* is based on the sonata-allegro form, but it differs from the “standard” version that we studied. List and describe several specific ways in which Dvorak modifies that familiar form in 1st movement of this symphony.

**Brahms: Symphony No. 3 in F Major, third movement: *Poco allegretto***

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- When we studied the Classical era we learned about the features typically found in the third movement of a symphony. What features of *this third movement* from Brahms’ symphony are *similar* to those “typical” features, and what features seem *different*?

### **Puccini: *La Bohème*, Act I: excerpt (Mimi's entrance through conclusion of act)**

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- One feature of this music by Puccini is the blurring of the musical differences between aria and recitatives – sometimes *arias* contain music that has some characteristics more typical of *recitatives*, and vice versa. List and describe:

a) one place in this music where an aria contains some recitative-like music.

b) one place where a recitative contains some aria-like music.

### **Wagner: *Die Walküre*, Act I, scene 3 (Love Scene, Conclusion)**

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- Are you able to recognize the occurrence of any of the *leading motives* in this example? You will need to read the text, follow the listening outline, and pay careful attention to the music. *Which leading motives are you able to hear?*
  
- Consider the leading motives that you were able to hear. In what ways do the sounds of these leading motives *musically suggest the subjects that they represent?* Describe specific musical characteristics that produce this effect, and identify the specific leading motives that you describe.